

John Ford Middle
304 Agnes St.
St. Matthews, SC 29135

Grades 5-8 Middle School

Enrollment 440 Students

Principal Hughie Peterson 803-655-7222

Superintendent Dr. Shirley Martin 803-655-7310

Board Chair Michael Drake 803-655-5034

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	2	30	19

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 11 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Below Average	Below Average	N/A
2003	Below Average	Unsatisfactory	No
2004	Below Average	Below Average	No
2005	Below Average	Below Average	No

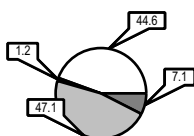
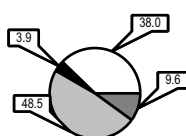
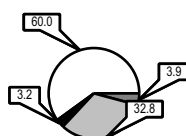
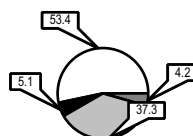
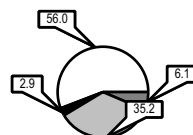
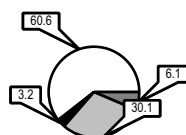
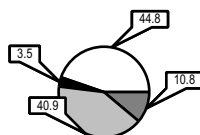
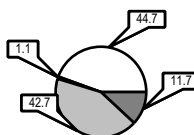
DEFINITIONS OF SCHOOL RATING TERMS





- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

96.3%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	430	99.1	44.2	47.4	7.2	1.2	17.0	Yes	Yes
Gender									
Male	215	99.1	52.2	42.9	4.4	0.5	11.2		
Female	215	99.1	36.0	52.0	10.0	2.0	23.0		
Racial/Ethnic Group									
White	80	97.5	30.0	60.0	8.6	1.4	20.0	No	Yes
African American	340	99.4	47.9	44.2	6.7	1.2	16.0	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	10	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	395	99.2	42.1	48.8	7.8	1.3	18.0		
Disabled	35	97.1	68.8	31.3	0.0	0.0	6.3	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	430	99.1	44.2	47.4	7.2	1.2	17.0		
English Proficiency									
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	424	99.1	44.4	47.1	7.3	1.3	17.0		
Socio-Economic Status									
Subsidized meals	367	99.2	47.1	46.6	6.0	0.3	14.0	No	Yes
Full-pay meals	59	98.3	25.5	52.7	14.5	7.3	36.4		

Mathematics – State Performance Objective = 36.7%									
All Students	430	99.5	37.8	48.6	9.6	3.9	27.5	Yes	Yes
Gender									
Male	215	99.5	41.7	46.6	8.7	2.9	27.2		
Female	215	99.5	33.8	50.7	10.4	5.0	27.9		
Racial/Ethnic Group									
White	80	98.8	28.2	54.9	9.9	7.0	33.8	No	Yes
African American	340	99.7	40.7	47.4	8.9	3.1	24.8	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	10	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	395	99.5	33.7	51.9	10.2	4.3	29.4		
Disabled	35	100.0	84.8	12.1	3.0	0.0	6.1	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	430	99.5	37.8	48.6	9.6	3.9	27.5		
English Proficiency									
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	424	99.5	38.2	48.4	9.5	4.0	26.9		
Socio-Economic Status									
Subsidized meals	367	99.7	40.3	48.6	8.5	2.6	25.6	No	Yes
Full-pay meals	59	98.3	21.8	49.1	16.4	12.7	40.0		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	428	98.4	59.3	33.5	4.0	3.3	7.3
Gender							
Male	213	98.1	60.2	32.3	4.0	3.5	7.5
Female	215	98.6	58.3	34.7	4.0	3.0	7.0
Racial/Ethnic Group							
White	80	96.3	43.5	37.7	10.1	8.7	18.8
African American	338	98.8	63.4	32.0	2.8	1.9	4.7
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	10	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	395	99.5	57.0	35.6	4.0	3.5	7.5
Disabled	33	84.9	92.3	3.8	3.8	0.0	3.8
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	428	98.4	59.3	33.5	4.0	3.3	7.3
English Proficiency							
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	422	98.3	59.4	33.2	4.1	3.3	7.4
Socio-Economic Status							
Subsidized meals	366	98.4	63.0	32.7	2.9	1.4	4.3
Full-pay meals	58	98.3	35.2	38.9	11.1	14.8	25.9

Social Studies							
All Students	428	98.4	52.5	38.0	4.3	5.3	9.5
Gender							
Male	213	98.1	53.2	36.3	4.5	6.0	10.4
Female	215	98.6	51.8	39.7	4.0	4.5	8.5
Racial/Ethnic Group							
White	80	96.3	34.8	46.4	4.3	14.5	18.8
African American	338	98.8	56.5	36.3	4.0	3.1	7.1
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	10	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	395	99.5	50.0	39.8	4.5	5.6	10.2
Disabled	33	84.9	88.5	11.5	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	428	98.4	52.5	38.0	4.3	5.3	9.5
English Proficiency							
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	422	98.3	52.3	38.1	4.3	5.3	9.6
Socio-Economic Status							
Subsidized meals	366	98.4	55.8	37.6	3.5	3.2	6.6
Full-pay meals	58	98.3	31.5	40.7	9.3	18.5	27.8

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	119	98.3	61.4	36.0	2.6	N/A	2.6
	6	107	99.1	50.9	32.1	17.0	N/A	17.0
	7	109	100.0	48.1	39.8	12.0	N/A	12.0
	8	105	99.1	50.0	44.2	5.8	N/A	5.8
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	153	98.7	61.1	34.0	4.2	0.7	4.9
	7	142	99.3	39.2	54.6	4.6	1.5	6.2
	8	135	99.3	30.2	55.0	13.2	1.6	14.7
Mathematics								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	119	99.2	38.3	52.2	7.8	1.7	9.6
	6	107	98.1	27.6	52.4	16.2	3.8	20.0
	7	109	100.0	38.9	39.8	15.7	5.6	21.3
	8	105	100.0	49.5	41.0	8.6	1.0	9.5
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	153	99.4	29.7	55.2	13.1	2.1	15.2
	7	142	99.3	41.5	45.4	6.2	6.9	13.1
	8	135	100.0	42.3	45.4	9.2	3.1	12.3
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	153	98.0	66.2	28.3	3.4	2.1	5.5
	7	142	97.2	56.7	37.8	2.4	3.1	5.5
	8	133	100.0	53.9	35.2	6.3	4.7	10.9
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	153	98.0	44.1	44.1	4.1	7.6	11.7
	7	142	97.2	63.0	31.5	3.1	2.4	5.5
	8	133	100.0	51.6	37.5	5.5	5.5	10.9

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 440)				
Students enrolled in high school credit courses (grades 7 & 8)	9.3%	Up from 9.0%	8.0%	15.5%
Retention rate	1.2%	Down from 2.1%	4.8%	3.0%
Attendance rate	95.4%	Up from 95.2%	95.0%	95.8%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.8%	Up from 2.5%	7.5%	4.7%
Students with disabilities other than speech taking PACT (Math) off grade level	4.0%	Up from 2.5%	7.2%	4.6%
Eligible for gifted and talented	4.7%	Down from 5.5%	7.6%	15.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	8.0%	Down from 8.5%	15.3%	13.6%
Older than usual for grade	6.4%	Down from 6.6%	7.3%	4.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	14.5%	Down from 19.9%	1.2%	0.8%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 28)				
Teachers with advanced degrees	67.9%	Down from 75.0%	50.0%	51.8%
Continuing contract teachers	71.4%	Down from 81.3%	69.0%	78.1%
Highly qualified teachers	96.3%	Up from 92.3%	89.6%	89.6%
Teachers with emergency or provisional certificates	0.0%	Down from 3.2%	9.0%	6.0%
Teachers returning from previous year	80.5%	Down from 81.9%	78.4%	85.4%
Teacher attendance rate	93.5%	Down from 93.6%	94.7%	94.9%
Average teacher salary	\$43,676	Down 5.2%	\$40,047	\$41,328
Prof. development days/teacher	10.9 days	Up from 7.1 days	10.7 days	11.5 days
School				
Principal's years at school	1.0	No change	3.0	3.0
Student-teacher ratio in core subjects	14.1 to 1	Down from 21.9 to 1	18.6 to 1	21.3 to 1
Prime instructional time	85.9%	Down from 87.0%	87.6%	89.3%
Dollars spent per pupil*	\$6,625	Up 1.1%	\$7,047	\$6,022
Percent of expenditures for teacher salaries*	61.1%	Down from 65.8%	58.9%	61.7%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	80.9%	Up from 71.2%	93.2%	96.1%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	Up from Below Average	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	N/A		89.4%	
Highly qualified teachers in high poverty schools	94.4%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The mission of John Ford Middle School is to develop students who are confident and competent, by providing innovative educational experiences in a nurturing environment.

John Ford Middle School offers a diverse instructional program designed to prepare students to become viable, responsible, and intelligent citizens. The instructional staff provides "hands on," technology-based instruction that is meaningful and relevant, while promoting critical thinking skills.

Parents and community leaders are strongly encouraged to become involved in the educational process and work together with the staff and administration to ensure student success.

Students are urged to retrieve, analyze and communicate information through a variety of standards-based learning experiences. The school program includes extracurricular activities, computer-assisted instruction, and extended day tutorials in order to meet the needs of students with varying learning styles and abilities.

The faculty and staff are committed to ongoing leadership, careful planning, the prudent use of financial resources, and teaching and learning best practices. Through the continual revision of curricula, students will demonstrate mastery of skills and competencies at the middle school level.

Mr. Hughie Peterson, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	1	0	0
Percent satisfied with learning environment	I/S	N/R	N/R
Percent satisfied with social and physical environment	I/S	N/R	N/R
Percent satisfied with school-home relations	I/S	N/R	N/R

*Only students at the highest middle school grade level at this school and their parents were included.